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ABSTRACT

Tips for fostering parent involvement in early childhood programs are provided in the first part of this collection of assorted handout materials. Contents include (1) a discussion of program benefits resulting from parent involvement and a description of what parents should do to participate effectively, (2) a list of five questions for school administrators concerning effective home/school relationships, and (3) a brief informal description of a successful parent involvement program. Suggestions for improving public relations are also provided. The second half of the paper contains examples of forms used in Head Start programs to document home visits and to assist in parent evaluation and and education. (RH)

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PARENT INVOLVEMENT-

A MEANS OF DEVELOPING FAMILY ADVOCACY

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PS012912

I know that you
believe you under-
stand what you
think I said,
but
I am not sure you
realize that what
you heard is not
what I meant.

INTRODUCTORY NOTE

This paper was prepared for presentation at the 1982 National Head Start Conference in Detroit, Michigan. It was given as a reference handout to all seminar participants.

Some pages in the latter half of the paper contain examples of forms used in Head Start programs to document home visits, parent evaluation and input, and parent education concerning involvement in the program.

Although this information is of particular relevance to Head Start programs, other programs and school systems committed to the concept of parent involvement could gain ideas from these samples. Forms could be modified to suit program goals and needs.

Thanks are in order to the following Head Start programs in Michigan who provided sample forms:

NORTHWEST MICHIGAN HUMAN SERVICES AGENCY
Head Start Program
Traverse City, MI

CHIPPEWA-LUCE-MACKINAC COMMUNITY ACTION HUMAN RESOURCE AUTHORITY
Head Start Program
Sault Ste. Marie, MI

Head Start Program
Holland, MI

CARMEN-AINSWORTH
Head Start Program
Flint, MI

Head Start Program
Highland Park, MI

OUT-WAYNE COUNTY
Head Start Program
Detroit, MI

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FOSTERING PARENT INVOLVEMENT

I. BE REALISTIC

Good parent/program relations is no wonder drug answer and are not a substitute for good programs. Not all parents are angels. All are individuals - accept the real person in front of you. Be prepared to work where each one is. The way they were treated in the past, and the way the present is bearing down on them makes some parents appear negative. Get past that wall with your acceptance and sincerity.

II. BE AWARE

1. Parents are in love with their children. "Love my child, and I will love you".
2. Parents and children are one (an emotional bond). To touch the child is to touch the parent. To praise the child is to praise the parent. To criticize the child is to hit at the parent. Handle with care, and tread lightly.
3. Parents want to be in touch with their children's lives.
4. Parents want to participate. They have a need to be useful. They dislike being "used". Actually a need, (a unique stamp of maturity) is the desire to help others. You cannot force them. Often they wait for reassurance, even deny the need. They are glad when guided into ways of serving.
5. Parents have much to give.
   A. Life's experiences give each unique and significant contributions to make.
   B. Parents know their individual children. This knowledge should be used to help in the striving for awareness.
   C. Schools are objective-parents are personal.
   D. Parents have experienced the continuity of growth, (from rattle to baseball lot) the "wholeness" of children.

III. BE HELPFUL

Do you want to be helpful to parents?

CHARACTERISTICS-Effective helpers have empathy and can see things as others see them. (Failure to do this causes breakdown in relationships.)

How helpful a person is depends upon the kind of person the helper is. Not upon methods or information. How he uses his unique self is what determines helpfulness.

Effective helpers help attitudes inprove not just behavior. (When mothers start seeing their children differently, they find their own good ways to respond to them.)

Also, effective helpers feel that the people with whom they work are capable.
(If you don't think that people can do something, you won't let them do anything. People have to have responsibilities in order to learn to take it.)

Effective helpers differ in their purposes (good ones have purpose of freeing rather than restricting or controling.) A purpose of aiding, facilitating, and surrounding with helpful environment for growth.

Effective helpers have relationships that are authentic. They are as they are; others as they are. They are honest about their own feelings and know they are responsible for their own feelings.

PARENTS CAN MAKE IMPACT

Parent involvement in public school education is a growing trend across our nation. This is due to a variety of factors--the interest in more individualized education, a more humanistic approach, the changing values of our society with the increased emphasis on being involved, plus the desire of school systems to deliver these values and services while under great financial strain.

Federally-funded programs in the public schools, even if matched or supplemented by local funds, require parent input and involvement. Head Start programs, Title I and IV programs for low achievers, gifted, and handicapped programs and voluntary desegregation plans have always required parent and community involvement so that American citizens can protect and preserve individual rights and values that are important to them at the local community level.

School/parent involvement that is well articulated has great advantages in percipitating community support and in helping parents, teachers, and administrators to relate and work together as "unlabeled" persons trying to give children the best possible public education.

Problems in this process of parent involvement have often occurred when schools and parents have not worked as a team to decide exactly what their roles really are. Schools have often failed to respect the role of the parents in giving input and support. Parents, on the other hand, have often been unsure of what is expected of them, and have sometimes been unrealistic in what they expect of the schools.

In reality, both home and school have the same goal. They both have the interest of the children at heart. Disagreements are usually apt to occur in the means of getting something done, not in the way both sides feel about the end result for children. It is helpful for parents to keep in mind that the schools' general goals are the same as theirs--better education for the children.

There are some other points helpful for parents who are on parent committees or who are involved in interactions with school boards or personnel. It is important to attend board or other meetings regularly, and if possible, to get to know the school boad members

or other administrators personally. Ask them to share their special interests or knowledge.

It is also helpful for parents to do some homework and expand their own knowledge of programs they are interested in. For example, there are published pamphlets and bulletins on all school programs which are connected with government funding. These spell out parent involvement on the community level.

It is also important to get involved with at least one group with common interests. In this way an individual parent can often speak and act as a representative of the group, and this commands more attention.

Parents also need to know the procedures that schools use in implementing programs and in their meetings and communication. They need to know the internal structure or system of communication that the school uses for decision making. If parents want to give input, they need to know the right channels for the input to be given. They need to know how to get their questions or information to the right person.

Parents have a right to know if school boards or committees have a written constitution and by-laws, and if they have written policy. They will need to know how to get on a school board or a committee meeting agenda before the meeting actually occurs.

Finally, parents should feel free, if they do not understand or if they disagree, to ask for the reasoning of school people with whom they are dealing. This reasoning can also be asked for by the parents in terms of "what are the school priorities?" If answers from the schools to parents are not immediately available, parents can ask for a time when they will be available.

It is also important for parents who are doing written communications to the schools to send copies to everyone who is relevant to the written communication. This might include a principal, a curriculum person, all school board members, or even the superintendent of the district. In all communication, whether written or spoken, a positive attitude with the good of the child as a focus is the best approach.

BE INVOLVED - 5 "WHYS"

1. Your children's grades and pride in themselves will improve if you are involved.
2. Your time spent working with schools will result in better and richer learning experiences for all children.
3. You will be able to give your school needed input on your goals and needs which will strengthen both your schools and your neighborhood.
4. You will feel important and needed; you will strengthen yourself and your own skills.
5. School people and teachers really care about your child. They do want and need your help to do their best for children.

BE INVOLVED - 5 "HOWS"

1. Take time to meed teachers and school staff personally. Come back whenever you can and re-acquaint yourself.
2. Know the chain of communication and command at your school. You need to give positive input; or, you may need help.
3. Communicate whatever talents, hobbies, or interests you have, no matter how small they seem to you. Tell others beside teachers.
4. Communicate whatever time you may be able to share. Tell other school staff as well as teachers.
5. Communicate the things you like. When good things happen, talk them up. Get other parents involved in all these ways.

PARENT INVOLVEMENT:
QUESTIONS FOR SCHOOL ADMINISTRATORS

Though it may not be in the general knowledge of the public school systems and administrators are constantly evaluating themselves and trying to do a better job. Every year they ask themselves questions about what they are doing. What is working? Why? How can we do it better?

Administrators also ask themselves questions about "how they are doing?" with parent involvement. Especially in these days, school systems often develop lengthy questionnaires to help administrators and teachers evaluate themselves in this area.

The problem with many questions is that they are not very qualitative. It is often so easy to answer "yes"--meaning, "Oh, sure, we do that with our parents"--without really thinking about the quality of the way something is being done with parents.

For example, some schools could say, "Yes". "Parents observe in classrooms", without qualifying how comfortable parents are made to feel while observing.

A school could say, "Yes". "We have a variety of meetings for parents", without having to think about whether parents attend the meetings or if parents find the subjects of the meetings boring or irrelevant to their needs.

A school could say, "Yes". "We have pamphlets for parents on crisis intervention, community resources, and nutrition", without ever having to say how these pamphlets are made available to parents. Are they in the office, the teachers' room, the parent room? How many parents actually get them?

The point is, if school systems are truly interested in developing effective parent/school relations, it is probably a must that the questions they use to evaluate themselves contain some depth and quality. Are the questions realistic in terms of school awareness and school action?

Here are five quality questions for school administrators. These are taken from the James Hymes book, EFFECTIVE HOME/SCHOOL RELATIONS. Mr. Hymes qualifies the questions with an explanation following each of them.

1. Is home/school relations a give-and-take, two-way process?

   Do parents have as much opportunity to influence school thinking as schools have to influence theirs? Is the school trying to "sell" its values to parents without finding out what parents' values are? Is the school trying to "push" any particular idea or teaching tool which they have already decided is good without previous discussion with parents?

2. Does the school regard working with parents as important?

   Is there a room where teachers and parents can talk comfortably together? Does the school provide time for conferences, home visits, or office help to keep records of this communication? Are parents made to feel welcome, comfortable, and needed if they observe in classrooms?

3. Do the school people enjoy parents and feel comfortable working with them?

   Does parent/school communication only happen during "official" times, or does spontaneous communication occur? Do school people call parents occasionally or send them "happy grams" to tell them something they would be happy to hear?

   Do school people invite input from all types or parents, or are only certain kinds of parents chosen for committees? What kinds of parents make you, as school people, feel angry or impatient, and why? What can you do about the problem?

4. Does the school's work with the parents square with what is known about all good education practices?

   Are school people aware that there are causes that make parents behave as they do, just as there are causes for all children's behavior? Children are people, So are parents.

   Are school people aware that parents are learning through all the things that happen or do not happen to them, not only by what is said, but by what actually occurs.

   Are school persons sensitive to individual differences in parents? Do they help parents study and solve their own problems, or simply hand them the school's answers?

5. Are school prople clear in their own minds that home/school relations ought to lead to continually improving conditions for children and not necessarily lead to preserving the status quo?

Can the school see ways in which programs have changed because of parent input or parent goals for children? Is the program for children more individualized because of

parents? How?

Has the classroom program for children become richer, more varied, or more extended because of the parent/school relationship?

One further question, though not in Hymes' book might be asked of school boards everywhere.

In what ways can school boards help teachers and administrators who fear parent involvement to see parents as a much needed support and resource for schools and children?

Do these teachers and administrators receive adequate training in ways to work with parents? Do they receive help in values clarification? Do they understand that the continuous progress reading and math methods, as well as the emphasis on meeting the individual needs of the child, require additional adult help in the classroom?

Are they given training in specific ways parents can help in the schools? Are they being given training in ways to articulate roles and expectations of all home and school "team" members?

An excellent book for administrators and teachers is put out by the Association for Supervision and Curriculum Development. Most administrators belong to this national association. PARTNERS: PARENTS AND SCHOOLS, published in 1979, is a collection of articles by various authorities in education explaining the "whys" and "hows" of making this partnership work.

In closing, educational systems and programs need to focus on the fact that their main jot is to be of service to children and families.

EXAMPLE OF A SUCCESSFUL PROGRAM
OF PARENT INVOLVEMENT
HIGHLAND PARK

This past spring, I was privileged to be a part of Head Start validation team assessing a program in the detroit area. There I saw the most dramatic example of pre-school parent impact on public schools that I have ever seen as a traveling education consultant.

Highland Park is the most densely populated city of Michigan in terms of space (a 2.9 square mile city within the megalopolis of Detroit with a population of 29,000. Its racial mix consists of approximately 78% Black American, about 2% Arabic and Hispanic families, and about 20% old and new generation whites. It suffers all the classic problems of the inner city, including poverty, unemployment, and lack of funding to alleviate the situation.

Our team visited all five Head Start classrooms in Highland Park. The first classroom was situated in a building also housing a parent meeting room, an infant/toddler center, and the Head Start director's office.

When I entered this center, I had the feeling of walking out of the desert of a harst, gray environment and into an oasis of peace and joy. The atmosphere of a miniature cathedral enveloped me as the warmth and love in the classroom spilled over as much as did the sunlight and plants and children's art.

By ovserving children and teachers, seeing records, and interviewing parents, I saw that my own positive feelings were multiplied tenfold in Highland Park parents involved in Head Start. Here they found "ways they could do something", ways they could go to bat successfully for themselves and their children.

The attitudes of parents in all the centers echoed Director Elizabeth Lloyd's philosophy, "It's not my school, but ours. We, together, as a team, make it what we as a community need and want for ourselves and our children.

Ms. Lloyd believes that the contractual approach she and staff use in the program "makes parents feel more committment". She is proud that Head Start parents go on to excite and stimulate other parents in Highland Park to get involved in public schools as

Some parent input to the public school flows naturally from parent to teacher to school administrator. However, meetings and standing committees facilitate communication as well.

The Head Start director meets bi-monthly with kindergarten teachers to discuss common needs and goals, though Head Start is not a part of the public schools. In addition, all Highland Park pre-school teachers meet weice a year with all kindergarten and first grade teachers to discuss similar goals.

Highland Park has a standing kindergarten committee as well as the elementary curriculum committee. Most parents involved in these committees and in PTA are either former Head Start parents or parents whose attendance has been encouraged by Head Start parents.

Seeing parent input working so well in Highland Park led me to discuss its success with school superintendent, Thomas Lloyd, who was also president of the community college there for seven years. He said that parent input and attendance does wane in the three middle schools and particularly at the high school, but feels it is "not due to lack of committment or interest by parents". "It is due to our changing life styles as children get older. Parents and children get involved in new interests and activities and many more women feel they either can or must go to work full time."

When I asked him about the evidence I found of strong parent input spearheaded by Head Start parents. Mr. Lloyd replied that "school board members are not only dedicated community people-they are also politicians who want political support. They listen very carefully to Head Start parents who know how--through their training in Head Start--to both give and to document their input. They know how to do it by Roberts' Rules."

Mr. Lloyd stated that he continually meets leaders in the education and human services professions all over the country who grew up in Highland Park, Michigan. He feels that there are two main reasons for this. One is the "spirit of positive perserverance" in the community. The other is the "stability of a school system faculty" where

advocates for education and children.

Proof that this happens is seen in public elementary school parent meeting attendance (75% to 90%) in acitive PTA groups, in the work of parent/school study committees, and in parent applications to work in the schools.

There are approximately 90 paraprofessionals in the school system who serve as aides in reading, math, science, and special education. Almost every one of these parent aides are drawn from families in the community.

Highland Park has some innovative and progressive school system components which have been remarkably maintained in spite of inner city problems and tight school money.

Steady Head Start parent input to the schools has helped stimulate the establishment of readiness rooms between kindergarten and first grade in four of the five elementary schools. It has also helped found four "mastery classrooms" available after fifth or sixth grade where children who have had much school failure get extra time to internalize the self-worth and skills they need for future years.

Another idea from parent input is that one day a week, schools start an hour late for children, enabling schools to give on-going in-service training to teachers on subjects such as children's learning styles and special methods of teaching math, reading, and science. Parent aides help monitor those school children who must come to school early due to parent work schedules.

The teacher in-service idea came directly from an elementary curriculum study committee composed of parents, teachers, and administrators, as did the idea to update and revise the Highland Park repart cards to make them more meaningful to students and parents.

Community coordinators hired by the schools who serve as liaisons between parents, schools, and community and who sets up eveing classes and activities in school rooms to meet community needs are yet another example of the Highland Park schools as a community delivery system.

BUILDING OUR OWN SELF IMAGE

I. Public Relations is important! No one else will do it; we must do our own; We must put Head Start in the "Big Picture". The public must see us positively.

II. Think of yourself as a professional. That is what you are! (NO ONE ELSE IS GOING TO PROMOTE YOU OR OUR FIELD)

III. Join professional organizations - pick these carefully as related to your own priorities - serve on committees. Put whatever you do in the newspapers!

IV. Communicate consistently to your parents, board, staff, and lessors.

A. Use your meetings and newsletters. Make written reports to community boards or persons you lease from.

B. Always write thank-you letters to anyone and everyone who helps you. (Especially try to include newspaper printed thank yous. Use "letters to the Editor" columns for this. Try to have a publicity person on board or staff. Doing a good job of Public Relations is almost a full-time job.

C. Parents are the best PR. Try to hold meetings that relate to the child and family with their needs and interests. Try to do pre and post sessions with staff and parent staff. Thank parents with newsletters and awards. Prospective parents are much easier to find if you do a good PR job all year with local newspapers and radio.

D. Organizations with whom to communicate about your program's events, etc.

- Y.M.C.A.
- Youth Action Bureau
- Probate Court Volunteers
- Schools and Title I Programs
- Scouts
- Women's Resource Centers
- Michigan Asso. for Children w/ Learning Disabilities
- P.T.A.
- Head Start or other human services agency
- Teen Parent Programs
- Child Guidance Clinic
- Child Study Association
- Parents Anonymous
- Cooperative Extension Services
- Clubs: Newcomers, A.A.U.W., League of W.V. Newcomers
- Other pre-school centers.

E. Events to use as PR vehicles.

- Week of the Young Child
- Open Houses
- Regular meetings
- Conferences attended
- Any community services
- Art displays
- Fund-raising events
- Workshops
- Help given to another organization
- Student observers or teachers
- Senior citizens help or visits to them
- Visitors field trips

V. The media--tips for working with the news media.

1. Pictures given to the media (newspapers) could be any size but should be glossy black and white (giving negatives is sometimes helpful, but they may be lost). Type in double spacing any articles you write. Include a contact person's name and phone number with the article;you may also want to suggest a headline although it may not be used. Always try to include a photo with any article.

2. Club newsletters are printed media which costs you nothing. These are already on-going, and are ways to inform which you can often tie into; Know the contact person for each newsletter, their phone number, and deadline dates of the newsletter. Then, communicate, whenever possible, with the contact person. Let the club newsletter tell people about your special workshop, program, etc.

the average length of service is twenty years.

We were in agreement that pre-schools and pre-school parents have had great impact on public school systems, both nationally and in individual communities.

Mr. Lloyd stated,"the impact on children's learning that parents make can't be ignored. Input and involvement from parents can take place in a myriad of ways. But it has to be a sincere committment on both sides. Schools can't invite meaningful involvement from parents and then refuse to let them do it".

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**AVAILABLE FOR WORKSHOPS IN STAFF TRAINING
CURRICULUM PLANNING & PARENT INVOLVEMENT**

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UPDATE 1981:

Evelyn Peterson is an independent, free lance consultant in the field of Early Childhood and Parent Education. In addition to consulting, during the past few years she has continued to teach occasional graduate classes in this field for Central Michigan University.

Since January of 1979 Ms. Peterson has been serving as a consultant for the government contractors servicing Head Start programs in Michigan and the surrounding states of HEW-ACYF Region V doing in-service training and validations.

1979 Kirschner Associates
Training and technical assistance
In-Depth Validations (performance indicator observer)

1979 to '81 Community Development Institute
In-Depth Validations (assessment team member)

1980-'81 Contracting Corporation of America
Training and technical assistance

In 1980-81 Ms. Peterson also worked as a Head Start consultant for the Northwest Michigan Human Services Agency, a ten county program.

She has continued to do free lance writing for the Traverse City daily newspaper on subjects relating to early childhood and parenting. In May of 1981 she was appointed by the Traverse City City Commission to the Local Human Rights Commission.

In the fall of 1981 Ms. Peterson will begin writing occasional features for the Chicago Sun Times which will appear in "Living," the Sunday magazine Times supplement.

In April, 1981, Ms. Peterson received her training and endorsement from the Bank Street College of Education as a Child Development Associate Representative. In this capacity she will be representing the CDA National Credentialing Program in Washington, D.C. in the final team assessment of preschool teachers who have addressed themselves to the task of receiving the CDA credential. The CDA is a competency based national credential involving the evaluation of teaching performance in thirteen basic areas. Ms. Peterson completed seven team assignments in May-June 1981.

FEES: The standard consulting fee is $100/day plus expenses. Fees for conferences and workshops are negotiable.

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BEST COPY AVAILABLE

Use the PSA (Public Services Announcement).

This is the public service time on television and radio which is always available. Use this PSA time to promote and inform the public about what you are doing in the program.

PSA time for community announcements or announcements of events is usually 15 to 30 seconds. Some PSA time slots are 90 seconds. Some slots are even 2 to 3 minutes or more. Ask your station what kinds of PSA time is available and would work best for your subject. Then write up your script and time it before you go to the station to tape it. If you use TV PSA time, try to have some slides to leave to be shown while the voice message is on.

If your PSA is just a brief announcement, you can simply type double spaced, on a half sheet of paper, make copies, and drop it off at each station and newspaper. Remember to put a name and phone number on it as contact person and head it "Immediate Release".

Make a list of all contact persons for PSA time and each radio and TV station. Have all phone numbers on the list. When they get to know you, you can often call on them to help you out when you have something special going on that you want to tell the public about.

* *

"I do not know where you are going or what paths you will take; but, I do know that you will never really be happy or fulfill your true potential until you have learned to serve others, especially in their human needs."

ALBERT SCHWEITZER

AUTHOR'S NOTE

The following pages contain sample forms used in Head Start programs to document home visits, parent evaluation and input, and parent training relevant to both their involvement in the programs and to develop their own advocacy skills.

Federal guidelines require programs to document these kinds of parent involvement in order to be in compliance with Head Start standards. These forms reflect ways in which documentation can be both simple and meaningful in terms of the education and parent involvement components.

It is important to note that forms can accomplish the goals of documentation and still differ widely in format. The forms on the following pages concerning home visits (Federal minimal requirement is two per year to each family) reflect the various values of the programs they represent.

For example, the third sample begins with a contract statement between the program and the parent concerning the goals for the child. This program feels that the actual signature of the parent helps bring about committment and action in the parent invovlvement aspects of their program.

On the other hand, note that the other components of the Head Start program -- social services, parent involvement, per se, and health are not mentioned on this form. The stress in this sample is placed solely on the education component.

The emphasis on education is also true of the preceeding or second sample, although Items 9 b. and c. deal with referrals and interests of the parent.

Home visit forms must reflect the values and goals of each program. However, it is the opinion of this author that the first sample home visit form[1] does the best job for Head Start programs who wish their forms to reflect the "whole child" concept to which Head Start is committed.

The emphasis in this form is on total service to the child and family. It touches on each Head Start component, and gives the teacher or visitor guidance as to details to discuss regarding the education component. Furthermore, this format guarantees documentation that the program provides a vehicle for parent input and communication on each of the four compenents. Since the forms are used on home visits and not mailed, there is nearly 100% return, which also adds weight to the documentation required for compliance with Federal standards.

In the samples of parent interest and evaluation forms which follow, * *please note that the usefulness to the program increases if parents are asked to prioritize interest items.*

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[1] *NORTHWEST MICHIGAN HUMAN SERVICES AGENCY -- Head Start, Traverse City, MI 49684*

* pp. 21-23

Programs truly committed to planning, training, workshops, or parent meetings based on the needs and interests of parents can use such forms to great advantage in their planning.

These forms can be used as documentation of parent input on training which they have helped to develop based on needs expressed by the parents themselves. At the same time, programs can include on the interest form those training workshops which are annually required by Federal guidelines.

The pages following the samples of home visits, parent interest and evaluation deal with ways Head Start programs help their parents become involved with policy committees, policy council, and parent meetings. This information can be looked upon as advocacy skill training.*

One of the biggest responsibilities of Head Start programs is to develop these advocacy skills among their parents. That Head Start has been successful in this goal can be proven across the country in hundreds of ways. This paper has simply given one example of success in advocacy training, that of the Head Start program in Highland Park, Michigan, where parents have made a positive impact and accomplished team work with the school system.

There are many types of Head Start handbooks for parents which state job descriptions, how to run meetings, how to make motions, write minutes, etc. This information is invaluable training for parents who will go on to become advocates for their children and families in schools and communities.

One of the best parent handbooks this author has seen is in the Out-Wayne County Head Start program. However, small programs can provide information to their parents which is just as clear and meaningful and which can be done in a far less expensive manner.

The samples of parent advocacy information in this paper are drawn from a large city program (Out-Wayne County Head Start, Detroit, Michigan) and a small, rural program (Northwest Michigan Human Services Agency Head Start, Traverse City, Michigan).

The important points for programs to remember is:

1. *to keep information simple and clear -- as free of bureaucratic or educational jargon as possible*
2. *to make sure that all parents get the information; personal contact in giving out the information is always best. Using an early fall home visit is one way this could be done.*

EVELYN PETERSEN
Consultant in Early Childhood and Parent Education

* pp. 25-40

TIPS FOR A SUCCESSFUL HOME VISIT

"I do not know where you are going or what you will do in life, but I do know that you will never fulfill your potential. . .be really happy as human persons. . .until you have learned how to serve others, especially in their human needs, wherever you go, whatever you do."

ALBERT SCHWEITZER

WHAT IS YOUR REASON FOR MAKING A HOME VISIT?

Because you have to??? To gain information??? To develop rapport??? To share information on the program and services your program can provide???

ELEMENTS OF A VALUABLE HOME VISIT:

FOR CHILD	feels special when teacher comes, has chance to get to know teacher.
FOR PARENT	feels important and needed finds out about resources for self-help learns new information on child and program.
FOR TEACHER	develops rapport with family setting mood of unconditional regard or acceptance.
	finds ways parent can be a positive resource person.
	shares information on program, services, and community.
	gains insights on child which may be helpful in planning.
	learns needs for service to child and family.

HELPFUL HINTS FOR HOME VISITS

1. Do not make assumptions!
2. Be prepared to listen or talk about what the parent wants, not just what you want.
3. Contact parent well ahead of time...(note, phone, both) and re-contact on day of visit.
4. Assure confidentiality.
5. Know exactly where you are going and be on time.
6. Know your goals for making visit; have guide sheet but do most writing later.
7. Use active listening and open-ended questions.
8. Take community resource information with you; try to take something to leave with child.
9. Assure parent he/she can call you anytime (where? when?). They often want to add information or ask questions later.
10. Thank parents when leaving (and ask yourself if you know how to better serve).

* *

HOME VISIT REPORT

CENTER _____ FAMILY NAME _____

VISITOR _____ DATE _____

DISCUSSION GUIDELINES

EDUCATION COMPONENT (Child's Progress In:)

GROSS MOTOR DEVELOPMENT	☐	FINE MOTOR DEVELOPMENT	☐
SOCIAL, EMOTION GROWTH	☐	D.I.A.L. SCREENING	☐
NEW STRENGTHS, ACHIEVEMENTS	☐	CHANGES IN BEHAVIOR	☐

PARENT COMMENTS: _____

TEACHER COMMENTS: _____

HEALTH COMPONENT

STATUS OF IMMUNIZATIONS	☐	MEDICAL SCREENING	☐
DENTAL SCREENING	☐	NUTRITION	☐
MENTAL HEALTH	☐	APPOINTMENT TO RE-SCHEDULE	☐

COMMENTS: _____

SOCIAL SERVICES COMPONENT

NEED FOR REFERRALS	☐	COMMUNITY RESOURCES INFORMATION	☐
DAY CARE INFORMATION	☐	FOOD STAMP INFORMATION	☐
OTHER NMHSA PROGRAMS	☐	OTHER NEEDS	☐

COMMENTS: _____

PARENT INVOLVEMENT COMPONENT

VOLUNTEER DAYS	☐	POLICY COUNCIL INFORMATION	☐
PARENT MEETINGS	☐	FUND RAISING	☐
BUS ROUTE	☐	AT-HOME PROJECTS (CLASSROOM NEEDS)	☐
BABYSITTING	☐	TALENTS, HOBBIES OF PARENT	☐

COMMENTS: _____

OTHER PARENT COMMENTS, INPUT, INTEREST SURVEY, WORKSHOPS: _____

PARENT'S SIGNATURE _____ HOME VISITOR SIGNATURE _____

REFERRALS TO BE MADE OR TO MAKE IMMEDIATELY: _____

HEAD START PROGRAM
TEACHER'S HOME VISIT REPORT

1. Child's Name _____ 2. Address _____

_____

3. _____ Interview held with _____

4. Relationship to child _____ 5. Others present _____

6. Reception was: Friendly _____ Reserved _____ Indifferent _____ Hostile _____

7. Topics of discussion:

a. Child's progress: _____

_____

_____

b. Concerns noted by teacher: _____

_____

_____

c. Concerns noted by parent: _____

_____

_____

d. Talent or achievement noted by teacher or parent: _____

_____

_____

8. Child/family interaction (if possible): _____

_____

9. a. Additional notes:

b. Referral (person or agency if needed): _____

c. Interest(s) of parent(s) in: Community _____
Program _____
Other _____

d. Mileage (if applicable): _____

10. Interviewer's Signature _____

11. Date _____ 12. Time _____
(Month) (Day) (Year)

10/76

_____ EDUCATIONAL PLAN and CONTRACT between the

_____ CENTER and the HOME.

Date: _____ Home Visit: _____ Center Conference: _____

Classroom Objective(s) For Last Quarter:
(Not including objective(s) covered for all children)

_____

_____

Resources Used: (Check ones applicable)

1. Caldwell _____
2. Teacher Observation _____
3. Parent Observation _____
4. Parent Beliefs _____
5. Weekly or Monthly Testing _____

Parent's objectives for child from the Headstart experience.

_____

_____

_____

Classroom objectives for this Quarter: (Not including objective(s) covered for all children)

_____

_____

_____

_____

_____

_____

_____

_____ _____

Teacher's Signature Parent's Signature

9. Continued

How do you know that child used teacher's materials between visits?

10. Main educational goal for pre-school child?

11. Description of activities with pre-school child.

12. What did the child seem to enjoy most?

13. What did the child enjoy least?

14. Did child request activity? YES____ NO____

15. Your evaluation of total session.

12/2/80 kw

HOME VISITATION REPORT

Child's Name_____ Teacher_____

Date of Visit_____ Length of visit in minutes_____

1. Was the mother in the home? YES____ NO____

2. Did mother participate in teaching activity in any way? YES____ NO____
If so, give approximate length of time. ____minutes.

3. Were any adults present other than mother and teacher? YES____ NO____. If so, what was their relationship to the child? Father___ Relative___ Teacher's Aide___ Guest___ Other_____

4. Total number of adults in home any time during visit, including mother (but not teacher or aide). _____

5. Total number of children in the home any time during visit, including pre-school children. _____

6. Did other children participate in teaching activities? YES____ NO____

7. Conditions Affecting Visit:

   A. Mother and child ready for teacher? YES____ NO____

   B. Prepared place for teacher to work? YES____ NO____

   C. Mother found other activities to occupy time? YES____ NO____. If yes, what activities?_____

   _____

   D. Asked specific questions about learning materials, child's progress, etc?
   YES____ NO____. If yes, number of questions? 1 or 2____ 3 or more____

   E. Mother raises or discusses personal problems with teacher? YES____ NO____

   F. List any adverse conditions affecting visit (noise, drinking, etc.)

   _____

8. Indications that teacher's methods, materials, activities, etc., were implemented by MOTHER between visits.

   ____bought standard materials.

   ____displayed child's work.

   ____used materials or helped child with projects left in home.

   ____reviewed work with child.

   ____introduced complementary activities.

   ____initiated teaching in new areas such as words, games, etc.

   ____other_____

   _____

9. Was there any indication that child used teacher's materials between visits?
YES____ NO____. If yes, indicate below:

   ____child played with materials.

   ____worked on project.

   ____working with materials when teacher arrived.

   ____discussed activities or trips with family.

   ____creative play resulting from teacher's intervention.

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HOME START - PARENT EVALUATION

DATE: _____

(PLEASE DO NOT PUT ANY NAMES ON THIS FORM)

1. As a result of participating in the Home Start program, I better understand how to prepare my child for entering Kindergarten.

   _____YES
   _____NO
   _____UNDECIDED

2. Home Start has taught me to use new teaching methods when working with my children.

   _____YES
   _____NO
   _____UNDECIDED

3. As a result of participating in Home Start, I have learned some effective ways to deal with my child's behavior.

   _____YES
   _____NO
   _____UNDECIDED

4. Home Start has provided meaningful activities and materials for my child, which my child enjoyed.

   _____YES
   _____NO
   _____UNDECIDED

5. I work more with my children than I did before joining this program.

   _____YES
   _____NO
   _____UNDECIDED

6. The program was worth my time, and if I had to do it over, I would.

   _____YES
   _____NO
   _____UNDECIDED

7. As a result of the program, my methods of working with my child have changed.

   _____ A GREAT DEAL
   _____ SOMEWHAT
   _____ NOT AT ALL

8. The home visitor brought books, records, and toys for me to use with my children.

   _____YES
   _____NO
   _____UNDECIDED

9. The home visitor did a good job of explaining the activities to me.

   _____YES
   _____NO
   _____UNDECIDED

10. The home visitor appeared to be well prepared to work with my child.

    _____YES
    _____NO
    _____UNDECIDED

11. The home visitor appeared to be well prepared to work with me.

    _____YES
    _____NO
    _____UNDECIDED

12. My child looks forward to home visits.

    _____YES
    _____NO
    _____UNDECIDED

13. I look forward to home visits.

    _____YES
    _____NO
    _____UNDECIDED

14. I have learned about the growth and development of children.

    _____MANY NEW THINGS
    _____SOME NEW THINGS
    _____NOTHING NEW

15. The program has also helped me in other ways.

    _____HEALTH & NUTRITION NEEDS
    _____SOCIAL SERVICES NEEDS
    _____MY OWN EDUCATION NEEDS
    _____MY SELF-CONFIDENCE

OTHER: _____

Parent Interest Survey

To assist in planning our Parent Information Sessions so they provide information that meets your needs and interests, please check the topics in the list below in which you are interested. Then in the second column check the five in which you are most interested.

Topic	(✓) Check if interested.	(✓) Check 5 in which you are most interested.
1. How to select and use toys for fun and learning		
2. How to use books for fun and learning		
3. Good health and learning		
4. How children learn and ways parents can help		
5. How play helps children develop and learn		
6. Workshops - Making Learning Games		
7. Importance of vision and hearing to learning		
8. Discipline for young children		
9. Television and learning at home		
10. Art for moms and tots		
11. Job training and education programs for adults		
12. Adult programs at the ERC for fun and learning		
13. Visits to the Court House, United Fund, Nature Center, etc.		
14. How to make your housekeeping duties into fun and learning experiences for children		
15. What are children like at different ages?		
16. Importance of language or speech to learning		
17. What does the ERC teach in Kindergarten?		
18. What should children know before they come to school?		
19. Meetings for father's only		

Others: (Please give us your suggestions.)_____

_____

Parent's Name_____ Home Visitor_____

- Topics for Parent Meetings -

NAME:_____ PHONE:_____

CHILD'S NAME:_____ CENTER:_____

ADDRESS:_____ VOLUNTEER HOURS PER MONTH:_____

I would be interested in knowing more about the following topics:

VOLUNTEERING:

___Classroom
___Parent Meetings
___Policy Council
___Community Service

FAMILY LIFE:

___Strengthening the Family Unit
___One Parent Home
___Family Planning
___Being a Parent
___Family Health
___Recreation

CONSUMER EDUCATION:

___Budgeting
___Food Dollars
___Clothing Dollars
___Home Repairs
___Do It Yourself

EDUCATION:

___Returning to High School
___Vocational Training
___College
___Parenting Skills

NUTRITION:

___Well Balanced Meals
___Snacks
___Recipes

CHILD GROWTH AND DEVELOPMENT:

___Infant to 5
___School Age (6 - 12)
___Teenagers
___School Psychologist
___Responsibilities for Children
___Discipline
___Sex Education
___First Aid

D.S.S. AND HEALTH DEPARTMENT:

___Birth Control
___Preventive Dental Care
___WIC/Food Stamps
___ADC
___EPSDT/Medical Screening
___Child Abuse and Neglect
___Active Listening
___Building Self-Esteem

OTHER AREAS I WOULD LIKE TO KNOW MORE ABOUT:_____

_____

THE CENTER COMMITTEE

The parents of children enrolled in a Head Start program are automatically part of the parent committee. Thisparent committee functions as a help to the center staff in planning the program, setting up fund-raising events and letting others in the community know about the Head Start program. The parents are assisted by the Support Services Specialist in organizing workshops, providing tips on having better meetings, bringing in speakers to present special programs on areas of interest, etc. The group usually meets monthly whenever it's convenient for most members to attend. Officers are elected. Their duties are on the following page.

Two other important functions are carried out by the parent committee:

1. Elect two of their members to serve on the policy council that meets in Traverse City once a month.
2. Nominate a community person (teacher, doctor, dentist, former Head Start parent) to serve as a community representative on the policy council.

The parent committee is very important and everyone with a child enrolled in the program should participate as much as possible.

POLICY COUNCIL

This is a group made up of two parents from each center who currently have children enrolled in the Head Start program. Also, on the council are community representatives who have a special interest in children and the Head Start program. This group meets once a month to discuss all aspects of the program, such as the budget, location of centers, and hiring and firing of Head Start staff.

The two members and the alternate are elected by each center parent committee to serve on this important council and they have the responsibility of letting all the parents from their program know what is happening at policy council meetings.

HEAD START/CHILD DEVELOPMENT PROGRAM

Duties & Responsibilities of Center and Policy Council Officers

CHAIRPERSON (or President)

1. Learn & use simple parliamentary procedures.
2. Be parepared to conduct all meetings.
3. Use good techniques of leadership.
   a. Keep the meeting moving, keeping speakers on the subject
   b. See that members understand what is going on
   c. Serve as moderator in discussion; position of Chairperson should not be used to push a particular decision against the will of the group members.
4. Call special meetings of parent group.
5. Become well informed about the Head Start/Child Development program.
6. Inform others about the program.
7. Work with group leader & parent coordinator to set up agenda for meetings.

CO-CHAIRPERSON (or Vice President)

1. Learn & use simple parliamentary procedures.
2. Be prepared to preside at meetings in the absence of the president.
3. Lead parent group in setting up programs for the year.
4. See that a copy of the parent program is given to parent coordinator.
5. Read & use Head Start/Child Development information.
6. Inform others about the program.

SECRETARY-TREASURER

1. Keep a neat & accurate record of all parent meetings at the center.
2. Send all reports to parent coordinator after each meeting.
3. Answer all correspondence promptly.
4. Roll call & read minutes of previous meeting at each regular parent meeting.
5. Become informed about the Head Start/Child Development program.
6. Inform others about the program.
7. Use good business procedure in handling parent group's money.
8. Work out procedure with parents; present all bills to be paid.
9. Keep accurate record of income & expenditures & make a financial report at each meeting.
10. Help plan & carry out money-making ideas.

HEAD START POLICY COMMITTEE SECRETARY'S GUIDELINE - minutes should be kept in a permanent book and contain the following information:

1. Kind of meeting, regular or special.
2. Name of the group.
3. Date, time and place of meeting.
4. Presence of regular chairman & secretary or names of substitutes.
5. Reading & approval of previous meetings.
6. All reports & actions taken.
7. All main motions carried or lost.
8. All other motions carried & which contain information needed at a future meeting.
9. Adjournment.
10. Signature of Secretary

POLICY COUNCIL/POLICY COMMITTEE	HEAD START ADMINISTRATOR/DIRECTOR
Approve/Disapprove Must be consulted before approval of the location of Head Start centers or classes is requested.	Operating DETERMINE LOCATION OF HEAD START CENTER OR CLASSES.
Approve/Disapprove Must be consulted before approval of plans to use all available community resources in Head Start is requested.	Operating DEVELOP PLANS TO USE ALL AVAILABLE COMMUNITY RESOURCES IN HEAD START.
Approve/Disapprove Must be consulted before approval of the composition of Policy Group and method for setting it up is requested.	Must be consulted Give advice and information to the Policy Committee before approval of the composition and method for setting up policy group is requested.
Approve/Disapprove Must be consulted before approval of personnel policies (including establishment of hiring and firing criteria for Head Start staff, career development plans and employee grievance procedures) is requested.	Operating DETERMINE HEAD START PERSONNEL POLICIES (INCLUDING ESTABLISHMENT OF HIRING AND FIRING CRITERIA FOR HEAD START STAFF, CAREER DEVELOPMENT PLANS AND EMPLOYEE GRIEVANCE PROCEDURES).

POLICY COMMITTEE	DIRECTOR
Approve/Disapprove Must be consulted before approval of plans developed for the recruitment of children is requested	Operating DEVELOP PLANS FOR RECRUITMENT OF CHILDREN
Approve/Disapprove Must be consulted before approval of the services to be provided to Head Start from the Delegate Agency is requested	Must be consulted Give advice and information to the Policy Committee before approval to the services from the Delegate Agency is requested.
Approve/Disapprove Must be consulted before approval of the hire and fire of Delegate Agency Head Start Staff is requested.	Operating HIRE AND FIRE OF HEAD START STAFF OF DELEGATE AGENCY.

HEAD START ADM./ DIRECTOR

Operating
ESTABLISH GOALS OF HEAD START PROGRAM AND WAYS TO MEET THEM WITHIN FEDERAL GUIDELINES

POLICY COUNCIL/POLICY COMMITTEE

Approve/Disapprove
Must be consulted before approving goals for H.S. and how they will meet federal guidelines

POLICY COUNCIL/POLICY COMMITTEE

See that a method for hearing complaints is established

Operating
CONDUCT SELF EVALUATION OF THE AGENCY'S HEAD START PROGRAM

HEAD START ADM./ Director

Establish a method of hearing complaints about the program

Must be Consultanted
Give advice and information to PC before conducting SAVI

POLICY GROUPS/INDIVIDUALS

Minimum Functions and Responsibilities

POLICY COUNCIL/POLICY COMMITTEE	HEAD START ADMINISTRATOR/DIRECTOR
Approve/Disapprove Must be consulted before approval of the hiring or firing of the Head Start Director or grantee/delegate agency Director is requested.	
Approve/Disapprove Must be consulted before the approval of request for funds and work program is sent to the Grantee/HEW.	Operating PREPARE REQUEST FOR FUNDS AND PROPOSED WORK PROGRAM BEFORE IT IS SENT TO THE GRANTEE/HEW.
Approve/Disapprove Must be consulted before the approval of major changes in the budget and work program while program is in operating is requested.	Operating MAKE MAJOR CHANGES IN THE BUDGET AND WORK PROGRAM WHILE PROGRAM IS IN OPERATION.
Approve/Disapprove Must be consulted before the approval of information needed for the Consolidated Mangement Review (CMR) is requested.	Operating PROVIDE INFORMATION NEEDED FOR THE CONSOLIDATED MANGEMENT REVIEW (CMR) TO POLICY COUNCIL/POLICY COMMITTEE
POLICY COUNCIL/POLICY COMMITTEE	HEAD START ADMINISTRATOR/DIRECTOR
Approve/Disapprove Must be consulted before the approval of identified child development needs is requested.	Approve/Disapprove Must be consulted before the approval of child development needs identified is requested.
Must be consulted Give advice and information to the Director before the approval of standards for equipment, space, and supplies is requested.	Operating INSURE THAT STANDARDS FOR ACQUIRING SPACE EQUIPMENT AND SUPPLIES ARE MET.
May be consulted May be called upon for advice, recommendations or information in the day to day program operations.	Operating DIRECT THE GRANTEE/DELEGATE AGENCY HEAD START IN DAY TO DAY OPERATIONS.

WHAT IS 70.2?

Head Start is mandated by the Federal Government to perform and implement certain standards of performance and services. Ideally, many of these standards are self-enforcing, and this is where 70.2 is so important. Actually, 70.2 is a section of Head Start's Performance Standards pertaining to the Parent Involvement component. To break it down in simpler terms, it's divided into four major parts.

1. PARENTS HAVE THE RIGHT TO MAKE DECISIONS ABOUT THE NATURE AND OPERATION OF THE PROGRAM. THIS IS OBTAINED BY:

   a. becoming an active member in the Head Start Center Committee.

   b. talking with other parents and staff about the program and ways that each person can help.

   c. sharing info. about the program and ideas on ways to imporve it with other parents and staff.

   d. keeping up with what's happening in the program.

   e. supporting and assisting their Policy Council representatives with center info. and concerns or actually serve as a Policy Council representative for more direct overall program input (i.e., budget, personnel, by-laws, program evaluation, etc.)

2. PARENTS MAY PARTICIPATE IN THE PROGRAM, IN OR OUTSIDE THE CLASSROOM, AS PAID EMPLOYEES (IF A STAFF OPENING SHOULD OCCUR), AS VOLUNTEERS OR AS OBSERVERS IN ORDER TO:

   a. give parents a better understanding of what the center is doing for the children.

   b. show the child his parents concern

   c. give the staff an opportunity to know the parents better and learn from them.

3. PARENTS THEMSELVES MAY HELP IN DEVELOPING THEIR OWN ACTIVITIES WHICH:

   a. are responsive to specific needs expressed by parents.

   b. can be assisted by other community agencies in planning and implementation.

   c. could also include community problems of common concern (i.e., housing, recreation, health, etc.)

4. PARENTS ALSO MAY REQUEST FROM THE STAFF ASSISTANCE IN IMPLEMENTING CLASSROOM ACTIVITIES IN THEIR OWN HOMES. STAFF MEMBERS WILL HELP PARENTS WITH SKILLS THEY NEED TO KEEP HEAD START "on-going" AT HONE TO REINFORCE AND SUPPORT THE CHILD'S TOTAL HEAD START EXPERIENCE.

The above is what 70.2 is, in short form. Head Start could not exist without the tremendous parent involvement that all the centers receive. Parent Involvement is only one of Head Start's four components but it is the only component that is self-enforcing; so keep up the good work, parents!!

* * * *

WHAT YOU CAN DO FOR THE PROGRAM

As parents you are encouraged to volunteer in the programs as much as possible. As parents you may wonder what you could possibly do to help a teacher. Well, we want you to know you are our most valuable resource and we really need you. Below is just a partial list of the things you might be able to do for us.

Helping to recruit the children for the program.

Serving as school bus aides in the daily transporting of children to and from the center.

Serving as the third member of the classroom staff, or as the extra person in helping children with special problems.

Helping to collect toys and equipment for the center, or clothing for the children and their families.

Providing baby-sitting service so that parents can attend meetings and participate in other parts of the program.

Preparing publicity, making contacts with newspapers, etc., at home.

Preparing refreshments for parent meetings.

Contacting local merchants for donations for the center.

Improving the physical facilities of the center by painting, general cleaning, sewing, etc.

Repairing center toys and equipment.

Providing special musical and dramatic activities.

WHAT THE PARENT GIVES TO THE CLASSROOM

Gives the child a feeling that school is a family affair.

Comfort to the children when a teacher is busy with the group.

Opportunity for a child to get used to many friendly adults.

Gives the teacher an understanding of your child.

Gives the teacher understanding of the parent.

.....and what the parent gets in return is:

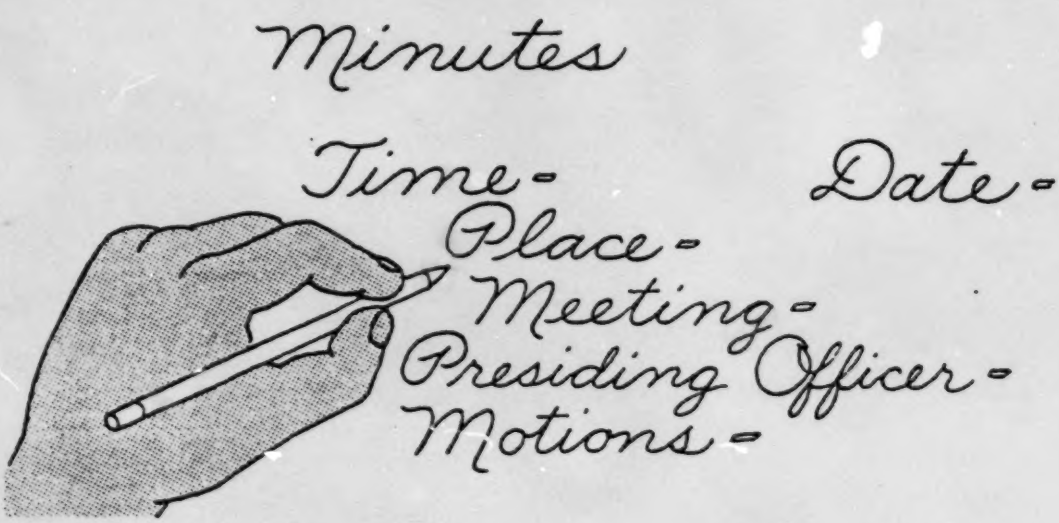
Understanding of your child through other children.

New ways of dealing with your child.

Understanding how a child grows and learns.

Understanding how the school and home activities go together to help the child.

Information about community resources and facilities.



Guide To Writing Better Minutes

1. Keep the minutes in a permanent book.
2. Leave enough space on sides and between lines for corrections.
3. Always include: the name of the group, whether it is a regular or special meeting, the time, date, and place of the meeting, the name of the presiding officer, and the name of the secretary. If it is a small group, the names of those present.
4. Record all business briefly and without personal comment.
5. Record motions in full and include:
   A. The name of the maker of the motion.
   B. The motion itself.
   C. The action taken.
6. Do include all defeated motions.
7. Do not include everything that is said.
8. Write the minutes soon after the meeting.
9. Read minutes from the permanent copy; read slowly and clearly enough for people to listen.

Taken from: Head Start Parent Handbook, Leah-Curry-Rood, Larry A. Rood, and Sylvia Carter

WORDS YOU SHOULD KNOW

ABSTAIN -- Not voting one way or other on a motion.

ADOPT -- To approve or accept.

APPOINT -- To assign a person to a job or position.

CAUCUS -- A meeting or organizational leaders to decide policy, candidates, and/or plan.

CHAIR (the) -- Position held by chairperson or leader of group.

COMMITTEE -- A small group that studies, reports on and recommends part of an organization's program.

GENERAL CONSENT -- A silent, unanimous vote; if even one member objects, the motion must be voted on.

MAJORITY OPINION -- The decision of most of the voting members of a group or committee.

MINORITY OPINION -- The decision of less than half of the voting members of a group or committee.

NOMINATE -- To recommend a person for election to office. (Nominations do not require a second)

PENDING -- Undecided, still before the group.

PRO TEM -- Latin for "Temporary"

PROXY -- Permission from another member to vote or act for him/her.

QUESTION -- Another name for a motion.

RESIND -- To take back, withdraw.

RESOLUTION -- Another name for a motion; a policy statement.

STANDING COMMITTEE -- A committee that continues from year to year; a permanent committee.

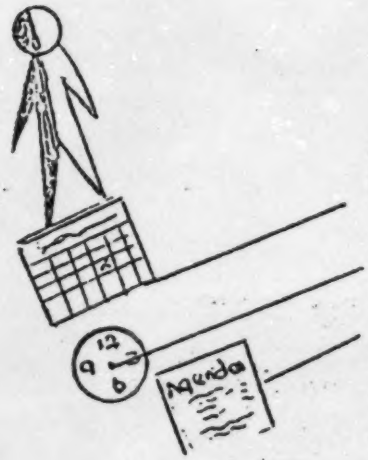
SPECIAL COMMITTEE -- A committee that is appointed or elected to handle only a specific thing; a temporary committee.

SUBCOMMITTEE -- A smaller committee formed within a committee.

UNANIMOUS VOTE -- When everyone votes the same way.

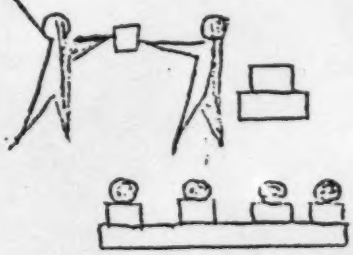
VETO -- To disapprove.

Committee Members



ROLE OF THE MEMBERS

1. Attend scheduled meetings.
2. Arrive on time.
3. Read the Agenda carefully
4. Listen carefully to all discussions.
5. Ask questions when something is not clear.
6. Take notes of statements you will want to remember.
7. Make statements that express the feelings of the parents you represent.
8. Make statements that express your own ideas and suggestions.
9. Serve on a working committee.
10. Share information you receive with parents (submit a written report).



WHAT DO THE OFFICERS DO ?

THE CHAIRPERSON SHOULD:

..*Keep the meeting moving, keeping speakers on the subject.*
..*See that members understand what is going on, which rules apply, and why.*
..*Allow full discussion so that people are clear about the issues.*
..*Protect the minority. Allow someone to speak for the motion, then alternate with someone against it.*
..*Serve as a moderator and only take sides to vote in case of a tie. The position of chairperson should not be used to push a particular decision against the will of group members.*

THE CO-CHAIRPERSON SHOULD:

..Substitute for the chairperson when she/he is absent from the chair.
..Assist the Chairperson as needed.

THE RECORDING SECRETARY SHOULD:

..Take minutes of the meeting and prepare them for presentation.
..Help the chairperson follow the agenda and write down and read motions when they are needed.
..Record all votes taken at the meeting and summarize all reports briefly.

THE TREASURER SHOULD:

..Keep accurate records, explain finances to the members, and at least once a year, present a financial report to the membership.
..Read the records of expenditures for approval.

THE CORRESPONDING SECRETARY SHOULD:

..*Write all letters for the group.*
..*See that all notices of meetings reach all members.*
..*Keep files of all letters received.*

THE PARLIAMENTARIAN SHOULD:

..Assist the chair in ruling on matters of policy relative to the Policy Council By-Laws.
..Advise the chair of the presence of a quorum at the start of each regular meeting.
..Provide the chairperson with other assistance when requested.
..Insures that proper parlimentary procedure in line with Roberts Rules of Order is followed throughout every meeting.
..Participate in local, county and state training programs.

How to Handle A Motion

WHAT IS A MOTION? When a recommendation is made that the group takes specific action, the suggestion offered is called a motion. It requires the group to move together on a definite issue.

1. GET RECOGNITION

RECOGNITION: Get the chairperson's permission to speak by saying, "Mr. (or Madam) Chairperson."

2. MAKE THE MOTION

MAKE THE MOTION: Offer your recommendation to the rest of the members by saying, "I move that we survey the number of unemployed heads of families in our neighborhood."

3. SECOND THE MOTION

IT MUST BE SECONDED. Another member must approve your suggestion before all of the members can consider it. To support your idea, another member should say, "I second the motion." Your motion cannot be discussed until it is seconded.

4. CLEARLY STATE THE MOTION

CLEARLY STATE THE MOTION. The chairperson puts the motion in words that everybody can understand and then states it loud enough for everyone to hear: "It has been moved that...."

5. DISCUSS THE MOTION

DISCUSSION. The chairperson invites members who are for and against the motion to discuss it. Start the discussion by asking the person who made the suggestion to support it. A chairperson cannot offer his opinion on a motion unless he

6. RESTATE THE MOTION

leaves the "chair" by having another officer take his place. The discussion ends when the chairperson prepares the members for voting by restating the motion.

7. VOTE ON THE MOTION

VOTING. Different ways of voting are explained in the following pages.

8. ANNOUNCE THE RESULTS

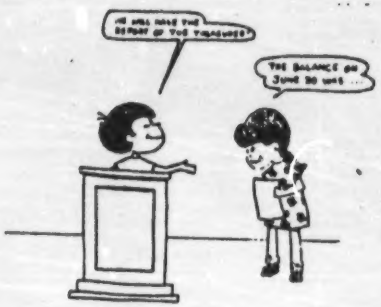
THE RESULT. The chairperson announces whether or not the motion has been approved by reporting the outcome.

How to Conduct A Meeting

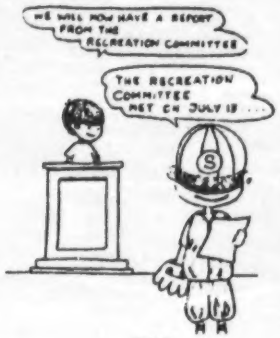
THE CHAIRMAN CALLS THE MEETING TO ORDER

THE CHAIRMAN ASKES THE SECRETARY TO READ THE MINUTES OF THE LAST MEETING

THE CHAIRMAN ASKS THE TREASURER TO REPORT



THE CHAIRMAN ASKS THE COMMITTEE CHAIRMAN TO REPORT



THE SECRETARY READS THE LETTERS RECEIVED SINCE THE LAST MEETING

THE CHAIRMAN ASKS IF THERE IS ANY OLD BUSINESS

THE CHAIRMAN ASKS IF THERE IS ANY NEW BUSINESS

THE MEETING IS ADJOURNED

PLANNING THE MEETING

1. Purpose of the meeting: _____
2. Place: _____
3. Time: _____ 4. Date: _____
5. Physical Arrangements: _____
6. Who will conduct meeting: _____
7. Notices to parents and staff: _____
8. Recorder _____
9. Materials and/or information needed: _____
   _____
10. Where to obtain information and/or materials: _____
    _____

AGENDA

WRITING THE AGENDA

The agenda is the chairperson's guide for timing various items of business so that the really important things are not crowded out.

NOTE: A great deal can be accomplished with "common consent." For example, in dealing with minutes or the previous meeting, ask: "Are there any corrections? If no, the minutes will stand as read."

Sample Agenda

1. Call to Order
2. Minutes of the last meeting.
3. Reports
4. Correspondence
5. Old Business
6. New Business
7. Announcements
8. Adjourn

Are You Ready For The Meeting?

A CHECKLIST OF THINGS TO BE
DONE BEFORE THE MEETING

( ) *Are name tags available?*

( ) *Are there sign-in sheets?*

( ) *Are there copies of the written agenda?*

( ) *Have all members been told where and when the meeting is to be held?*

( ) *If it is a public meeting, has the publicity been handled?*

( ) *Is the Secretary ready to read and distribute the minutes of the last meeting?*

( ) *Does the Secretary have the correspondence ready to present?*

( ) *Are the sub-committees ready to report? Do they know when and how much time they have been given to report?*

( ) *Are there written copies of treasurer's or financial reports ready for distribution?*

( ) *Are all hand-outs and reports ready for distribution?*

( ) *Is the meeting place ready? Have the chairs, lights, restrooms, ashtrays, etc. been checked?*

( ) *Are refreshments being served and are they ready?*

( ) *Is any special equipment needed? (Blackboards, chalk, movie projector and screen, record player, tape recorder, etc.)*

( ) *Have arrangements been made for guests or special speakers? Do they know when and where the meeting is being held? Do they know what you expect them to do?*

( ) *If the meeting is going to be in a building with a number of rooms, is there a note at the front door telling people where to go?*

FOR BETTER MEETINGS

1. OFFICERS SHOULD:
   A. Have a plan for the meeting.
      AN AGENDA IS HELPFUL, i.e.,
      1. CALL TO ORDER
      2. MINUTES OF LAST MEETING
      3. REPORTS
      4. OLD BUSINESS
      5. NEW BUSINESS
      6. ADJOURN

   B. Begin and end on time.

   C. Keep the meeting moving.

2. AND MEMBERS SHOULD:
   A. Know and abide by the rules.

   B. Get recognition from the Chiarperson before talking (but don't be afraid to speak up if you have something to say).

   C. When they have a question or are unclear about something, ask for information.

   D. Debate the issues, not the people who present them.

   E. Take their fair share of responsibility for activities decided by the group.

. . .and about motions

A suggestion or recommendation that the group take specific action is a motion. It requires the group to move together on a definite issue.

A Motion is made by:

1. Recognition. Get the Chairperson's permission to speak by saying, "Mr. or Madam Chairperson".

2. Make the Motion. The motion is made to the rest of the members by saying,"I move. . .(then state your suggestion or recommentation)".

3. It must be seconded. Another member must approve the motion before all of the members can consider it. To support your idea, another member should say, "I second the motion." The motion cannot be discussed until it has been seconded.

4. Clearly state the Motion. The chairperson puts the motion in words that everybody can understand (without changing the meaning) and then states it loud enough for everyone to hear: "it has been moved that . . ."

5. Discussion. The chairperson invites members who are for and against the motion to discuss it. Discussion is begun by asking the maker of the motion to support it. Remember, the chairperson is the moderator and does not offer an opinion on the motion unless he or she leaves the "chair" by having another officer temporarily take the chair. The discussion ends when the chairperson prepares the members for voting by restating the motion.

6. Voting. Voting can be done by voice, written ballot, or show of hands.

7. The result. The chairperson announces whether or not the motion has been approved by reporting the outcome.

HEAD START POLICY COMMITTEE-SECRETARY'S GUIDELINE

The motions should be recorded in full and should also include the name of the maker, but the name of the seconder need not be included unless the committee desires to do so. When the motion is very important the count of votes should also be included. Defeated motions should be included too. Remember, the minutes are a record of what is done and not of what is said. Generally, the personal opinions of members should not be included in the minutes.